

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

Name of Principal Dr. Nancy O. Taylor  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Laurence the Martyr Catholic School  
(As it should appear in the official records)

School Mailing Address 2630 Austin Parkway  
(If address is P.O. Box, also include street address)

Sugar Land Texas 77479-1325  
City State Zip Code+4 (9 digits total)

County Fort Bend School Code Number\* NA

Telephone ( 281 ) 980-0500 Fax ( 281 ) 980-0026

Website/URL www.stlaurence.org E-mail ntaylor@stlaurence.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Sally Landram  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Galveston/Houston Tel. ( 713 ) 741-8704

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Susie Murray  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART II – DEMOGRAPHIC DATA**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ NA TOTAL

2. District Per Pupil Expenditure: NA  
 Average State Per Pupil Expenditure: NA

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 7 Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	48	39	<b>87</b>	<b>7</b>	36	42	<b>78</b>
<b>K</b>	30	36	<b>66</b>	<b>8</b>	37	35	<b>72</b>
<b>1</b>	30	42	<b>72</b>	<b>9</b>			
<b>2</b>	35	36	<b>71</b>	<b>10</b>			
<b>3</b>	43	27	<b>70</b>	<b>11</b>			
<b>4</b>	38	33	<b>71</b>	<b>12</b>			
<b>5</b>	39	33	<b>72</b>	<b>Other</b>			
<b>6</b>	35	42	<b>77</b>				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>736</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>68</u> | % White                          |
| <u>2</u>  | % Black or African American      |
| <u>17</u> | % Hispanic or Latino             |
| <u>13</u> | % Asian/Pacific Islander         |
| <u>0</u>  | % American Indian/Alaskan Native |

**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	7
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	736
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.01
<b>(6)</b>	Amount in row (5) multiplied by 100	1.05 %

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 12  
 Specify languages: Arabic, Chinese, English, French, German, Hindi, Japanese, Korean, Rumanian, Spanish, Filipino dialects, Vietnamese

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{8}{62}$  % Total Number of Students Served\*

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>9</u> Orthopedic Impairment
<u>0</u> Deafness	<u>22</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>25</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness

\* 28 students are included in the above "Total Number of Students Served" who do not meet the LEA's requirements for having a "specific learning disability" but who need additional services in order to be successful in school. These students are not included in the SLD numbers above.

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>35</u>	<u>11</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>8</u>	<u>8</u>
Total number	<u>52</u>	<u>28</u>

12. Average school student-"classroom teacher" ratio: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	99%	98%	98%
Daily teacher attendance	96%	96%	96%	97%	98%
Teacher turnover rate*	15%	19%	4%	17%	9%
Student dropout rate (middle/high)	0	0	0	0	0
Student drop-off rate (high school)	0%	0%	0%	0%	0%

\* Turnover rate is mainly affected by maternity leave, retirement, and out of state transfers.

## **PART III - SUMMARY**

St. Laurence Catholic School in Sugar Land, Texas has a history of setting high expectations, then meeting and exceeding those goals. From its beginning in 1992 to the present 2004, this young fully accredited school has continued to evolve in the areas of enrollment, physical growth, communication with its constituencies, and in its educational and extracurricular programs. The diversity of our student body also reflects the culture and identity of the surrounding community which we serve. As the largest Catholic school in the greater Houston area, enrolling 740 students, St. Laurence employs only degreed certified teachers and administrators, 51% of whom hold advanced degrees. Our reputation for spiritual development and academic excellence so enhances the school's desirability that we do not advertise for enrollment.

The school offers a developmentally appropriate, enriched curriculum in language arts, math, science, social studies, and religion to students enrolled from preschool through eighth grade. An emphasis on fine arts, Spanish, physical education, and technology contributes to the strong core curriculum. Our educational mission centers on spiritual development and direction, strong academics, social skills and relationships, and community involvement and service. We nurture our students in the Catholic faith, instill values, and teach spirituality in a secure, responsive environment much like that of an extended family. The school establishes such an environment based on its mission to live as and extend to others a community of faith beginning with our youngest preschool students. At the heart of St. Laurence is the well being of its educational community as we live our trinity of parent, student, and educator.

At each grade level, teachers encounter bright students with special learning needs. Their teaching routines accommodate very bright children, children of average ability, and children who require special consideration every day. Our expressed goal to keep families together at our school has led to the decision to make available to our students our own resource team of speech pathologist, occupational therapist, two remedial instructional specialists, two counselors and two nurses. The benefit to these children and their families is that resource personnel can collaborate and support classroom teachers as children receive services at our campus.

A dynamic creative faculty offers instruction in special interest areas through after school enrichment programs. Our middle school Leos Club, led by a very creative teacher, is visible throughout our Sugar Land community, extending Christian service to many charitable projects. Faculty members participate in diocesan presentations and on curriculum committees. Several have presented at the Texas Computer Educators Conference. We share our resources with other schools. Last year, St. Laurence inaugurated the *PaideiaKids* summer program to provide in-depth subject exploration for gifted and talented children from our school as well as the archdiocese.

Our award-winning School Board is exceptional in its dedication to the school. Twice during the past six years, our boards have been awarded national recognition by the National Catholic Educational Association. The Archdiocese of Galveston-Houston has also recognized the board's excellence. Community means that we involve parents as participants in our school. Thousands of volunteer hours are accrued annually through PTO participation in support of teacher projects and school events. Along with the faculty, PTO volunteers promote families, even drawing grandparents and senior citizens into our school community. St. Laurence continually evolves from the dialogues, surveys, and interactions of its parents and faculty who work together in decision-making processes that strategize growth and vision for our future. Parishioners are financially supportive of many school events, including the auction gala and golf tournament. Parishioners donate to the school's fund for tuition scholarships.

In 2004, 51 seventh graders (or 65%) were recognized as Duke TIPS scholars. From the school's beginning, our students have distinguished themselves by winning high school scholarships. Our students shine in academic competitions and are well received by area high schools, both Catholic and public, where they consistently excel. Many of our graduates matriculate to accelerated and honor level classes in high school. More importantly, they measure up to our primary goals by becoming good young people—moral, spiritual, mannered, and hard working.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

Since its opening in 1992, St. Laurence Catholic School students have taken the Stanford Achievement Tests. The school has employed this instrument to gain information regarding topics or areas that students have yet to master. In conjunction with the SAT, students in grades one, two, four, and six also take the OLSAT (Otis Lennon Cognitive Abilities Test) which provides insight as to the ability level of students at these specific grade levels. These two assessment tools allow teachers and administrators the opportunity to evaluate student learning compared to student ability and to adjust instruction for each student accordingly.

For the past several years, we have graphed each student's SAT results on a cumulative grid allowing us to have a snapshot view of individual progress year-to-year. Careful analysis reveals trends such as students who maintain a steady learning pattern; students who need to be enriched; students whose performance erratically changes; and students who suddenly appear to be having difficulty in a particular area. We look also for our brightest students who continue to excel and who need to be consistently and appropriately placed in challenging learning environments. SAT testing is also used to determine which students are not scoring at the levels of their classmates and who may need special consideration with regard to instructional needs. At St. Laurence, all of our students are tested including those who have been identified as having a learning disability. These students, accounting for 1.7% of our population, are allowed a special testing environment with the approval of our archdiocese. As we have increasingly become an all-inclusive parish school, our demographics have changed. We have enrolled more students with special learning needs as well as an increasing number of Asian and Hispanic students reflective of the changing area demographics. In keeping with our philosophy of individualized instruction for all children, subgroup children receive the personal assistance they require.

The school's administration reviews test results in depth, noticing both national and local testing comparisons. Test results over time indicate that our students perform very well on SATs. St. Laurence students consistently perform better than our archdiocesan averages (and our scores are averaged into their totals). In the areas of reading and math, our students average approximately 16 percentile points higher than the archdiocesan (or local) average. Score averages show that our students have performed as well as or better than 89.3% of students across the nation in both reading and mathematics. These scores lead us to conclude that our teachers are doing a very fine job in delivering instruction and in challenging our students. A final discussion point is that not only do St. Laurence students perform exceptionally well nationally, but they also outperform students in their local area who attend schools similar to ours and who follow the same curriculum governed by the Archdiocese of Galveston-Houston. It should further be noted that we do not spend time preparing for these tests, and never "teach the test." Class time is not spent in weeks of prior review nor are sample tests or test preparation materials purchased.

We recognize that excellent standardized test scores present but one component piece of information about individual students and about our school. These scores help to assess individual success as well as the overall success of the school's educational programs. As has been reported in the accompanying review of standardized test scores, St. Laurence has successfully prepared students academically for the challenges of each subsequent school year. It pleases us when our students take advanced placement courses as high school freshmen, or when they win scholarships and academic competitions, or when as seventh graders they are recognized through the Duke University Talent Identification Program. Then we feel confident that we have done our job well enough in helping children learn and excel as we continue to direct our energies towards always serving as master teachers.

## Item 2

Various forms of assessment are used to determine individual student profiles of strengths and weaknesses. Teachers assess student mastery of specific objectives in a variety of ways including textbook-generated and teacher-designed quizzes, tests, and projects. This data is used in comparison with information from standardized testing so that teachers can adjust or personalize instructional methods and goals appropriately for each child. This information is communicated to parents who are invited to be a part of the instructional team in order to understand and support their child's learning efforts within the context of our curriculum and their child's performance. Teachers also design annual academic achievement goals in mathematics and reading, based on target areas for mastery. Each quarter, students are measured against these goals and, based on their performance, may be referred for remedial instruction through the school's *Skillbuilder Program*.

Special programs at St. Laurence strive to meet the needs of all students, both the academically able and talented children as well as the children who require additional instructional support in order to succeed in an academic school where instruction is geared to average and above average learners. Last summer, St. Laurence introduced its own summer program *PaideiaKids* in order to challenge our students through enrichment and in-depth exploration of specific topics. Children may be nominated based on SAT scores and teacher recommendation. The Campus Student Support Team (CSST) comprised of teachers, administrators, counselors, and resource specialists uses assessment data in conjunction with classroom observation and teacher appraisal to identify students with possible learning differences and refers for further specialized testing. In this way, we strive to improve student learning through the supportive services available on our campus.

Assessment data is also used to design staff training and teacher professional growth so that all will have the necessary skills to address those areas identified as needing strengthening. In recent years, we have encouraged a multi-sensory approach to teaching grammar and spelling since these were targeted areas that we determined needed attention. St. Laurence continually uses assessment results to build challenging, meaningful academic programs.

## Item 3

St. Laurence communicates its standardized testing results with parents as soon as they are received along with an accompanying explanatory letter. Appointments may then be made with administrators to review the results. Administrators and counselors also prepare a presentation for the School Board and parents to attend where the school's overall performance and implications for instruction are shared. Student scores are cumulatively graphed year-to-year to assist in analysis. Teaching teams at each grade level meet to review scores and to look for trends where they may need to focus on strengthening or revising instruction. The assistant principals meet weekly with teachers to listen, discuss, and provide support on a wide range of topics from student performance issues to curriculum design.

Each Wednesday, parents receive weekly grade sheets recording student grades for each academic area as well as teacher comments. Each four and one half weeks, families receive either a progress report or a report card so that they will know how their children are progressing and formal conference days are scheduled each semester so that parents, students, and teachers may meet together. Each teacher maintains a web page where weekly themes and instructional objectives are posted. The weekly schedule of due dates, quizzes and tests are included so that parents are informed and can assist their children with scheduling priorities. Password-protected grades will be Internet-accessible during the spring semester so that parents and students will have immediate reference regarding student progress. Within the local community, St. Laurence has earned a reputation for academic excellence. We communicate this through verbal and written reports with our pastor and pastoral council and archdiocese. The well being of our school is also shared with the public when we host an open house or through press releases.

#### Item 4

St. Laurence School is proactive in sharing its successes with other schools. Previously, the principal has presented at the National Catholic Educational Association and have been invited to speak again at its upcoming spring conference. She chairs school accreditation teams and serves on professional committees. For several years, the administration has invited other Catholic school faculties to share professional trainings hosted at our school on various topics such as school-wide discipline programs, curriculum development, and individualizing instruction. Faculty members have been invited to chair or participate in writing archdiocesan curriculum guides. Other schools send their teachers to observe at our school and we have accepted student teachers to train under our experienced faculty. We have assisted in an advisory capacity to newly opening schools. Our teachers, curious to share and learn from others, email teacher partners at another Catholic school about instruction and classroom management. Annually, middle school teachers meet with high school teachers to plan curriculum alignment and share ideas. Counselors have been called to assist other schools in crisis situations. Within our own school, they offer parent workshops on topics ranging from early identification preschool themes to adolescence, advisory programs, and adjustment to middle school. Administrators and counselors offer presentations regarding testing analysis. We also donate funding, furnishings, texts, and computers to schools in need.

The Archdiocese of Galveston-Houston has chosen St. Laurence to pilot fall test administration and to report on our findings at an upcoming principals' meeting. Administering standardized tests in the fall will benefit us by using the data as a diagnostic tool for the purpose of strengthening instruction and learning. Teachers are already using the information to adjust and enrich their overall instructional program.

The principal meets monthly with other diocesan principals where information about St. Laurence and its successes are shared in an effort to help others. Additionally, the school's administration and counselors belong to Houston Area Independent Schools (HAIS) where our experiences in a variety of school topics are shared. Administrators have a collegial relationship with Fort Bend Independent School District, our LEA. St. Laurence will continue to be innovative and to share successes to benefit others

## PART V – CURRICULUM AND INSTRUCTION

Within a Christ-centered environment, St. Laurence School delivers a developmentally appropriate academic program at each grade level in accordance with archdiocesan directives and under the accreditation auspices of the Texas Education Agency. The school's curriculum aligns with diocesan guides and also consults Texas Essential Knowledge and Skills, the standard for all public schools. A challenging academic atmosphere where emphasis is placed on the development of analytical higher order thinking skills and interpersonal relationships enables our students to become lifelong learners. Each year, a great deal of faculty effort and thought is expended on curriculum development and implementation. To this purpose, the faculty engages in weekly dialogue regarding instructional innovation in the core subject areas of religion, social sciences, mathematics, science, reading, and English. The well-rounded educational program also emphasizes instruction in art, band, music, physical education, Spanish, and technology at all grade levels. Within the middle school, students choose an elective area for in-depth study. St. Laurence seeks to develop each individual to the fullest potential whether the child is capable of challenging honors level instruction in the middle school or requires a more individualized instruction with modifications and supportive help. Resource personnel assist instructors in accommodating students with special learning needs so that classroom instruction may be geared to students of average and above average abilities. We expect our teachers to be creative and resourceful in their daily instructional delivery.

St. Laurence students are expected to become proficient **readers and writers**. From preschool through primary grades, there is a heavy emphasis on phonics and the development of vocabulary and comprehension skills. Teachers encourage writing skills so that students are capable of producing good sentences leading to descriptive narratives and persuasive paragraphs and culminating in well-constructed multi-paragraph essays. We expect our students to develop strong spelling and grammar skills as well as an extensive vocabulary. From an early age, teachers instill a love for reading and literature by incorporating novels as part of the basic reading curriculum. By middle school, students are expanding note-taking and research skills.

**Religion** is imbedded throughout the curriculum with a focus on the basic principles of the Catholic faith, church teachings, and its formal practices. Both students and teachers model these values in word and action. At all grade levels, children learn to be moral Christians and to serve others.

A challenging **Math** curriculum addresses each child's individual learning style. Teachers emphasize building a solid foundation of basic mathematical skills as well as understanding their application in practical real world situations. At each grade level, children are encouraged to investigate, analyze, and problem solve beyond rote memorization. As appropriate, math manipulatives and other hands-on activities, cooperative learning, an incorporation of technology as well as textbook exercises are used to strengthen learning of basic operations. Students are expected to be adept in their knowledge of fractions, decimals, ratios and proportions, percents and in the development of critical thinking skills by the time they graduate. Middle School students may place in honors level math classes. For those developmentally ready, pre-algebra and algebra are offered in seventh and eighth grades.

**Science** instruction offers a balanced curriculum among earth, life and physical sciences. Teachers promote the development of scientific reasoning by incorporating the scientific method and laboratory investigative skills. Students also have access to specialized programs such as a local media-linked *WeatherNet* which allows access to area weather patterns and reporting. Middle school students may take honors-level science instruction.

Beginning at the preschool level, students study the **Spanish** language and customs in order to foster a better understanding of the culture, geography, and history of various Hispanic countries. Students are expected to be able to listen, speak, read and write in Spanish. An extensive **Fine Arts** curriculum develops children's creative talents in art, music, and band. Children learn about famous artists and composers and become competent in expressing themselves through media and song. St. Laurence produces major musical programs as it encourages artistic expression. The **physical education** program offers students a chance to excel athletically as it focuses on motor skills, good nutrition and health as well as the development of lifetime fitness.

## Item 2

St. Laurence teachers are quite particular about reading instruction, recognizing that it is their inherent responsibility to establish a love of reading and competency within each child. Combining a wide range of teaching methodology with a knowledge of how children learn, our teachers teach the reading skills necessary to every segment of their curriculum: in social studies where children learn to outline, pick out main ideas, and interpret maps and charts; in science and mathematics where they read graphs, tables and diagrams; in computer literacy where they practice research skills. From youngest children whose progress through extensive phonics instruction, vocabulary development, and word recognition skills to middle school adolescents who read and understand Shakespeare, argue ideas, and analyze writing styles, teachers delight in seeing “the light bulb turn on.” Beginning foundations in preschool, kindergarten and primary grades encourage the development of competent readers who glean information and enjoyment from the books they read. To this purpose, our teachers expose children to fine literature through first easy readers and basals to novels, plays, and genres in the middle school. Actually, by second grade, St. Laurence students are reading chapter books and novels, most related to cross-curricular themes.

Every six years, one area of core curriculum is subject to review and new texts are adopted in accordance with archdiocesan directives. After much analysis, evaluation and debate, the elementary faculty adopted a reading program that emphasized skills development presented in conjunction with an extensive compendium of literature. A comprehensive basal series allows for a continuum of reading, language, writing, and spelling skills while the collection of high interest stories motivates readers and encourages classroom discussion and journaling. Additionally, teachers select novels based on content, cultural relevance, and as a means of self-discovery and use the Accelerated Reading Program to encourage all students to read for enrichment. Our teachers find that no single approach to teaching reading reaches all students. We depend on their versatility to match instructional strengths to individual learning styles and needs.

## Item 3

Social Science instructional areas support the educational mission of St. Laurence which emphasizes spiritual direction, the development of relationships, community involvement and service linked with strong academics. Appropriately, teachers emphasize spiritual development within the context of global awareness and responsibility for the peoples and resources of this earth. St. Laurence students are expected to take responsibility for their actions and encouraged to solve peer issues in a manner that embraces our Christian values. Class meetings allow students to develop problem solving skills in a positive and constructive manner. Students who graduate from St. Laurence excel in high school because of high expectations, comprehensive instruction, and consistent standards.

Understanding cultural perspectives, economics, geography, and political science in the context of United States and world history prepares students at every grade level to work cooperatively, to receive constructive feedback, and to serve as peer advisors. Academic programs, such as *History Alive!*, teach to all learning modalities, helping every child, regardless of learning style, to learn and retain higher level concepts about social sciences. Projects involve social interaction and peer cooperation as well as emphasize responsibility as a group member. Our service projects enable students to participate as citizens of their communities and as global citizens, linking learning with action. Local projects include hat and scarf collections for cancer patients, a blanket drive, and gardening at shelters for the impoverished or elderly. Global projects include support for refugee families and financial and emotional support for Catholic students in Central America and Africa. Eighth grade students are encouraged to participate in community events that include the cultural, political, and socioeconomic elements of our society. In the social sciences, students are encouraged to analyze political science, current events, and history, not only as facts, but as issues with multiple perspectives. Our focus for students in this area is ‘How do we view issues as citizens, as Catholics, as members of communities?’

#### Item 4

Our school uses every available resource to promote and improve student learning. Classroom teachers use manipulatives, thematic work stations, small group, and cross-curricula materials to connect concepts and enhance lessons. Flexible grouping techniques allow for peer tutoring, hetero and homogeneous groupings of students, as well as collaborative work groups. One parent writes, “My middle school son’s organizational project planner, daily feedback, and team building skills learned at St. Laurence make the difference in his academic success.” Lessons are planned to account for various learning styles, according to Gardener’s Multiple Intelligence Theory. The KWL chart is frequently used as a way to build constructivist learning. Teachers ask different level questions and create activities in accordance with Bloom’s Taxonomy as a way to scaffold student learning and teach within the zone of proximal development. As additional resources, St. Laurence has developed a team of on-site specialists (two counselors, two remediation teachers, occupational therapist, and speech pathologist) for those students who need more assistance than what the classroom teacher can reasonably provide. One of the primary strengths of our school, in terms of sharing instructional methods, is the collaboration among the teaching staff. Teachers are actively involved in vertical and horizontal team planning to insure that curriculum objectives are being met and that students are prepared for subsequent grade levels.

At St. Laurence, a great deal of emphasis is placed on using technology to assist student learning. Each classroom is equipped with at least three computers and a computer-linked TV monitor. Additionally the library/media center and two fully equipped computer labs are available for large group instruction and research. Two computer literacy teachers instruct children in various applications, computer skills, and Internet ethics and an integration specialist assists teachers in integrating technology with instruction across the curriculum. Teachers maintain their own web pages and web links for communication with school families.

#### Item 5

At St. Laurence, the daily schedule is designed to provide time for team planning, inter-staff dialogue, and professional activities. Opportunities to engage in collegial dialogue regarding subject matter, pedagogical methods, and current educational trends are encouraged. It is expected that the faculty and staff will take advantage of opportunities to attend conferences and to take courses of benefit to their area of concentration. In this way, we express our faith and pride in our teaching staff. Annually, monies are set aside for each staff member to attend one day of personal choice training that will benefit professional growth and job performance. Teachers are also encouraged to visit other schools and to collaborate with other staffs. St. Laurence also provides ten days of inservice for its teachers. Topical workshops addressing faculty concerns related to areas such as learning disabilities, early identification, crisis management, and safety are scheduled. Whenever possible and appropriate, teachers are encouraged to attend national conferences such as ASCD, NMSA, and NSTA, and state level teacher conventions for Spanish, social studies, art, and technology. Twenty-eight members of the 54 administrative and teaching faculty hold advanced degrees in the field of education. Our school makes a financial commitment for each graduate level class taken in order to encourage and enable teachers to continue their education.

Within the school, healthy professional relationships are nurtured through opportunities to dialogue about teaching, about students, and about the direction of the school. Teachers have been invited to share their opinions about curriculum and instruction; in the building expansion process; and for strategic planning. For teachers new to the school, St. Laurence has built strong mentoring relationships among new teachers and experienced master faculty. Several experienced staff volunteer annually to accept responsibility for new teachers and to meet monthly throughout the school year to discuss expectations, instructional practices, and problem solve. Through a model of shared leadership and individual goal setting, the school grows stronger. There are many superb examples of service and leadership within this generous faculty, largely because they have an opportunity to develop and exercise these skills.

**PART VI – PRIVATE SCHOOL ADDENDUM**

*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): National Catholic Educational Association, Houston Area Independent Schools (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No \_\_\_\_\_

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>5002</u> K	\$ <u>4422</u> 1 <sup>st</sup>	\$ <u>4422</u> 2 <sup>nd</sup>	\$ <u>4422</u> 3 <sup>rd</sup>	\$ <u>4422</u> 4 <sup>th</sup>	\$ <u>4422</u> 5 <sup>th</sup>
\$ <u>5100</u> 6 <sup>th</sup>	\$ <u>5100</u> 7 <sup>th</sup>	\$ <u>5100</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student? \$ 6,268  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 1,550

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %\*

\*Due to parish subsidy, donations, and fundraising, no school family pays the full cost of educating their children at St. Laurence.

## PART VII – ASSESSMENT RESULTS

**St. Laurence the Martyr Catholic School**  
**2640 Austin Parkway**  
**Sugar Land TX 77479-1325**  
**(281) 980-0500 FAX (281) 980-0026**  
[ntaylor@stlaurence.org](mailto:ntaylor@stlaurence.org)

Subject: Reading and Math Grade: 8th Test: Stanford 9 Achievement Test (SAT)

Edition/Publication Year: 9<sup>th</sup>/1996 Publisher: Harcourt Educational Measurement

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	91	87	88
Number of students tested	51	44	46
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	6 / 12%	3 / 7%	2 / 4%
Reading Total Percentile Score	87	75	70
2. Hispanic - # and % of population	9 / 18%	7 / 16%	4 / 9%
Reading Total Percentile Score	83	87	63

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – MATH</b>			
Math Total Percentile Score	91	89	93
Number of students tested	51	44	46
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	6 / 12%	3 / 7%	2 / 4%
Math Total Percentile Score	95	99	57
2. Hispanic - # and % of population	9 / 18%	7 / 16%	4 / 9%
Math Total Percentile Score	94	88	54

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**Subject:** Reading and Math **Grade:** 7th **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	90	90	88
Number of students tested	71	52	49
Percent of total students tested	97	100	100
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	3	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	15 / 21%	6 / 12%	3 / 6%
Reading Total Percentile Score	87	92	97
2. Hispanic - # and % of population	6 / 8%	8 / 15%	7 / 14%
Reading Total Percentile Score	75	82	75

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – MATH</b>			
Math Total Percentile Score	94	89	87
Number of students tested	71	52	49
Percent of total students tested	97	100	100
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	3	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	15 / 21%	6 / 12%	3 / 6%
Math Total Percentile Score	93	99	98
2. Hispanic - # and % of population	6 / 8%	8 / 15%	7 / 14%
Math Total Percentile Score	79	93	85

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**Subject:** Reading and Math **Grade:** 6<sup>th</sup> **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	88	91	91
Number of students tested	78	66	50
Percent of total students tested	100	97	96
Number of students alternatively assessed	0	2	2
Percent of students alternatively assessed	0	3	4
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	9 / 12%	13 / 20%	6 / 12%
Reading Total Percentile Score	95	93	91
2. Hispanic - # and % of population	9 / 12%	4 / 6%	7 / 14%
Reading Total Percentile Score	89	97	80

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – MATH</b>			
Math Total Percentile Score	90	92	87
Number of students tested	78	66	50
Percent of total students tested	100	97	96
Number of students alternatively assessed	0	2	2
Percent of students alternatively assessed	0	3	4
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	9 / 12%	13 / 20%	6 / 12%
Math Total Percentile Score	96	99	90
2. Hispanic - # and % of population	9 / 12%	4 / 6%	7 / 14%
Math Total Percentile Score	86	96	82

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**Subject:** Reading and Math **Grade:** 5th **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs \_\_\_ Scaled scores \_\_\_ Percentiles X

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	87	85	87
Number of students tested	70	69	69
Percent of total students tested	99	97	96
Number of students alternatively assessed	1	2	3
Percent of students alternatively assessed	2	3	4
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	8 / 11%	6 / 9%	11 / 16%
Reading Total Percentile Score	91	96	92
2. Hispanic - # and % of population	8 / 11%	7 / 10%	4 / 6%
Reading Total Percentile Score	76	75	89

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – MATH</b>			
Math Total Percentile Score	84	83	88
Number of students tested	70	69	69
Percent of total students tested	99	97	96
Number of students alternatively assessed	1	2	3
Percent of students alternatively assessed	2	3	4
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	8 / 11%	6 / 9%	11 / 16%
Math Total Percentile Score	89	80	92
2. Hispanic - # and % of population	8 / 11%	7 / 11%	4 / 6%
Math Total Percentile Score	71	88	94

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**Subject:** Reading and Math **Grade:** 4th **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES - READING</b>			
Reading Total Percentile Score	90	85	87
Number of students tested	72	67	69
Percent of total students tested	100	99	96
Number of students alternatively assessed	0	1	3
Percent of students alternatively assessed	0	2	4
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	10/ 14%	6 / 9%	5 / 7%
Reading Total Percentile Score	96	85	97
2. Hispanic - # and % of population	11/ 15%	8 / 12%	6 / 9%
Reading Total Percentile Score	78	73	82

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES - MATH</b>			
Math Total Percentile Score	88	84	86
Number of students tested	72	67	69
Percent of total students tested	100	99	96
Number of students alternatively assessed	0	1	3
Percent of students alternatively assessed	0	2	4
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	10/ 14%	6 / 9%	5 / 7%
Math Total Percentile Score	90	91	93
2. Hispanic - # and % of population	11/ 15%	8 / 12%	6 / 9%
Math Total Percentile Score	78	76	82

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**Subject:** Reading and Math **Grade:** 3rd **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	87	89	86
Number of students tested	72	73	71
Percent of total students tested	100	100	99
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	1
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	9 / 13%	10 / 14%	5 / 7%
Reading Total Percentile Score	99	91	82
2. Hispanic - # and % of population	9 / 13%	10 / 14%	7 / 10%
Reading Total Percentile Score	93	80	82

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – MATH</b>			
Math Total Percentile Score	92	91	88
Number of students tested	72	73	71
Percent of total students tested	100%	100%	98.6%
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	0	0	1
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	9 / 13%	10 / 14%	5 / 7%
Math Total Percentile Score	95	94	93
2. Hispanic - # and % of population	9 / 13%	10 / 14%	7 / 10%
Math Total Percentile Score	93	83	84

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**Subject:** Reading and Math **Grade:** 2nd **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	92	88	92
Number of students tested	71	72	72
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	7/ 10%	8 / 11%	9 / 13%
Reading Total Percentile Score	92	86	94
2. Hispanic - # and % of population	8/ 11%	8 / 11%	9 / 13%
Reading Total Percentile Score	94	87	95

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES - MATH</b>			
Math Total Percentile Score	94	91	95
Number of students tested	71	72	72
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	7/ 10%	8 / 11%	9 / 13%
Math Total Percentile Score	95	91	98
2. Hispanic - # and % of population	8/ 11%	8 / 11%	9 / 13%
Math Total Percentile Score	96	94	90

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**Subject:** Reading and Math **Grade:** 1st **Test:** Stanford 9 Achievement Test (SAT)

**Edition/Publication Year:** 9<sup>th</sup>/1996 **Publisher:** Harcourt Educational Measurement

**Scores are reported here as (check one):** NCEs  Scaled scores  Percentiles

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES – READING</b>			
Reading Total Percentile Score	93	94	92
Number of students tested	71	72	72
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	1	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	7 / 10%	6 / 8%	6 / 8%
Reading Total Percentile Score	94	97	88
2. Hispanic - # and % of population	11 / 15%	8 / 11%	6 / 8%
Reading Total Percentile Score	89	99	94

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES - MATH</b>			
Math Total Percentile Score	92	89	87
Number of students tested	71	72	72
Percent of total students tested	99	100	100
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
1. Asian - # and % of population	7 / 10	6 / 8	6 / 8
Math Total Percentile Score	95	96	87
2. Hispanic - # and % of population	11 / 15%	8 / 11%	6 / 8%
Math Total Percentile Score	89	94	86



ACHIEVEMENT TEST SERIES, NINTH EDITION

**GROUP REPORT FOR**  
**ST LAURENCE CATHOLIC**  
 School Code: 8931

DISTRICT: DIO GALVESTON HOUSTO  
 TEST TYPE: MULTIPLE CHOICE

GRADE: 08  
 TEST DATE: 03/04

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	Mean Scaled Score	National Indiv PR-S	Local PR-S	Median GE	NATIONAL GRADE PERCENTILE RANKS									
							1	10	30	50	70	90	99			
Total Reading	51	74.5	744	91-8	83-7	PHS										
Vocabulary	51	26.9	755	87-7	78-7	11.7										
Reading Comp.	51	47.6	740	91-8	82-7	PHS										
Total Mathematics	51	44.7	737	91-8	74-6	PHS										
Problem Solving	51	42.2	734	95-8	75-6	12.4										
Procedures	51	22.6	746	83-7	70-6	12.4										
Language	51	41.5	721	92-8	76-6	11.9										
Lang Mechanics	51	21.2	727	91-8	71-6	12.7										
Lang Expression	51	20.2	719	90-8	76-6	11.7										
Spelling	51	25.8	730	87-7	76-6	12.2										
Study Skills	51	24.4	706	85-7	76-6	11.7										
Science	51	33.0	722	92-8	80-7	12.3										
Social Science	51	29.7	692	91-8	79-7	11.9										
Listening	51	33.8	712	88-7	79-7	11.7										
Using Information	51	59.3	718	92-8	82-7	11.9										
Thinking Skills	51	196.6	708	93-8	81-7	11.6										
Basic Battery	51	264.7	NA	89-8	77-7	PHS										
Complete Battery	51	327.4	NA	89-8	77-7	PHS										

CONTENT CLUSTERS	Number of Items	PERCENT IN EACH			CONTENT CLUSTERS	Number of Items	PERCENT IN EACH		
		Below Average	Average	Above Average			Below Average	Average	Above Average
Reading Vocabulary	30	0	25	75	Spelling	30	0	27	73
Synonyms	16	0	31	69	Homophones	5	2	24	75
Context	7	0	33	67	Phonetic Principles	10	0	37	63
Multiple Meanings	7	4	39	57	Structural Principles	10	0	41	59
					No Mistake	5	0	39	61
Reading Comprehension	54	0	20	80	Study Skills	30	0	20	80
Recreational	18	0	35	65	Library/Reference Skills	12	0	33	67
Textual	18	0	20	80	Information Skills	18	0	24	76
Functional	18	0	22	78	Science	40	0	12	88
Initial Understanding	10	0	25	75	Earth & Space Science	12	0	24	76
Interpretation	24	0	18	82	Physical Science	14	0	29	71
Critical Analysis	10	0	14	86	Life Science	14	0	14	86
Process Strategies	10	0	47	53	Science Process Skills	30	0	20	80
Mathematics: Problem Solving	52	0	18	82	Social Science	40	0	10	90
Measurement	5	0	20	80	History	10	0	18	82
Estimation	6	0	37	63	Geography	9	0	18	82
Problem-Solving Strategies	5	4	63	33	Civics & Government	8	4	35	61
Number & No. Relationships	6	0	27	73	Economics	8	2	45	53
Number Systems & No. Theory	4	0	57	43	Culture	5	2	25	75
Patterns & Functions	3	4	24	73	Listening	40	0	18	82
Algebra	5	0	29	71	Vocabulary	10	2	31	67
Statistics	5	0	16	84	Comprehension	30	0	25	75
Probability	4	2	24	75	Recreational	10	2	39	59
Geometry	9	0	27	73	Informational	10	0	39	61
Mathematics: Procedures	30	0	39	61	Functional	10	0	43	57
Computation/Symbolic Notation	8	2	53	45	Initial Understanding	10	0	63	37
Computation in Context	18	2	39	59	Interpretation	14	0	12	88
Rounding	4	0	51	49	Critical Analysis/Strategies	6	0	31	69
Language	48	0	16	84	Using Information	73	0	12	88
Capitalization	8	2	25	73	Thinking Skills	241	0	10	90
Punctuation	8	0	20	80					
Usage	8	0	20	80					
Sentence Structure	12	0	20	80					
Content and Organization	12	0	18	82					

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